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ABSTRACT

This guide presents children's rights as an issue directly affecting all children and one in which children's meaningful participation affects the responsibilities that accompany those rights. The handbook is organized around teaching ideas about the Convention on the Rights of the Child adopted by the United Nations in 1989 and later ratified by several member nations. Part 1, "Know Your Rights," suggests nine teaching tools and resources for a broad overview of children's rights and is followed by activity suggestions. This section provides information on monitoring students' learning, identifying students' location on the continuous process of inquiry, and selecting the appropriate tool for an entry point, an application, a summarizing activity, an action taking project, and so on. Part 2 provides activity ideas related to particular rights under five theme categories: mental and physical well-being, identity and expression, family and community, knowledge and culture, and law and protection. Part 3 provides additional resource suggestions and teaching aids, including informational material, a rights of the child poster, case study cards, and rights cards. (AP)

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PS 023697

In Our Own Backyard

A Teaching Guide for the Rights of the Child

Intended for Grades 1 through 8

PS023697

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In Our Own Backyard:

A Teaching Guide for the Rights of the Child

Intended for Grade 1 through Grade 8

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Preface

The creation and adoption of the UN Convention on the Rights of the Child was the culmination of a lengthy process begun in 1979. It established children's rights as part of the body of international law.

Canada ratified the Convention in 1991, incorporating it into this nation's laws. Ensuring that the Convention is an effective instrument for children requires that adults in child-serving positions and children themselves fully understand the Convention and the protections it provides.

This education project, funded by Canadian Heritage, was undertaken by UNICEF Canada as part of its mandate for advocacy for children and their rights.

The Education for Development Committee hopes this document will assist educators to understand and inform students about the rights of children, the role children can play in ensuring their rights and the responsibility they share for ensuring the rights of others.

The Convention on the Rights of the Child states that children have the right to the kind of education which is directed to:

- the development of a respect for human rights and fundamental freedoms
- the development of respect for civilizations different from his or her own
- the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among peoples (and) the development of respect for the natural environment.

"Where the rights and needs of children are concerned,
universality is not negotiable,
and conditionality is unacceptable."

James P. Grant
Executive Director of UNICEF
to the World Conference on Human Rights
Vienna June 2, 1993

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Poster
UNICEF at a Glance Brochure
Order form for CD ROM Program and Videos
Convention Question and Answer Brochure from UNICEF
Case Studies and Rights Cards

Introduction

For teachers and youth leaders working with children, it is important to focus classroom work not only on skills acquisition but also on application of skills in meaningful and effective ways. ***In Our Own Backyard*** suggests children's rights as an issue directly affecting all children and one in which children's meaningful participation connects the responsibilities that accompany those rights. This is important not only for children in Canada; in our own backyard, but because of the interdependence and interconnectedness of issues and actions for children around the world; in our global backyard.

This handbook is organized around teaching ideas about the Convention on the Rights of the Child adopted by the United Nations in 1989 and later ratified by member nations. The bulletin board format offers a menu of suggestions that are immediately visible and accessible. In choosing this format, however, it is assumed that teachers/leaders using this handbook will:

- teach in a style that models respect for and valuing of all the students with whom they work
- know students' needs, learning styles and abilities, to be able to select, adapt and develop the most appropriate activity suggestions
- appreciate the holism and interconnectedness of the issues in the Convention which makes separation of rights into categories somewhat arbitrary
- provide appropriate support for students and intervention, if necessary
- have experience or training in global education or in dealing with controversial issues in the classroom
- use teaching methodologies such as discussion, role-play, co-operative tasks and inquiry learning
- understand the development of skills in language and mathematics that can be taught through the activities suggested
- integrate curriculum areas, using children's rights as a theme or unit of study
- relate activities to the students' own experiences, and expand student experiences to include meaningful participation
- select and extend the suggested activities along a cycle of learning through exploring, responding, taking action, exploring...
- balance the use of local, national and global examples and case studies.

Part One, "Know Your Rights", suggests nine teaching tools and resources for a broad overview of children's rights and is followed by activity suggestions. In using this handbook, teachers may wish to frequently refer back to "Know Your Rights" in order to:

- monitor students' learning
- identify students' location on the continuous process of inquiry
- select the appropriate tool for an entry point, an application, a summarizing activity, an action-taking project, an extension, a consolidating activity... taking into account the ages, interests, and abilities of the students they teach.

Part Two provides activity ideas related to particular rights under five suggested categories:

1. Mental and Physical Well-Being
2. Identity and Expression
3. Family and Community
4. Knowledge and Culture
5. Law and Protection

Each category offers many activity ideas for *exploring, responding and taking action*, possibilities for study through newspaper *headliners*, hypothetical questions *up for discussion*, suggested titles for exploring rights through *literature*, and a list in boxes of summarized Convention articles related to the category heading.

Part Three provides further resource suggestions and aids. This includes informational material, a rights of the child poster, case study cards and rights cards, all referred to in Part One.

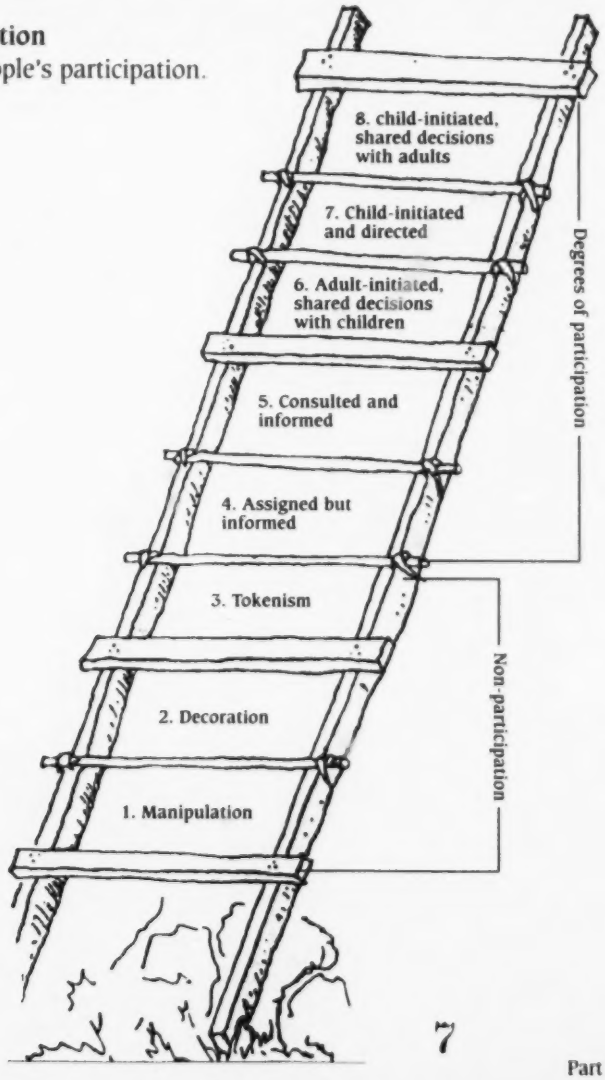
Introduction

Involving Children in their own Rights

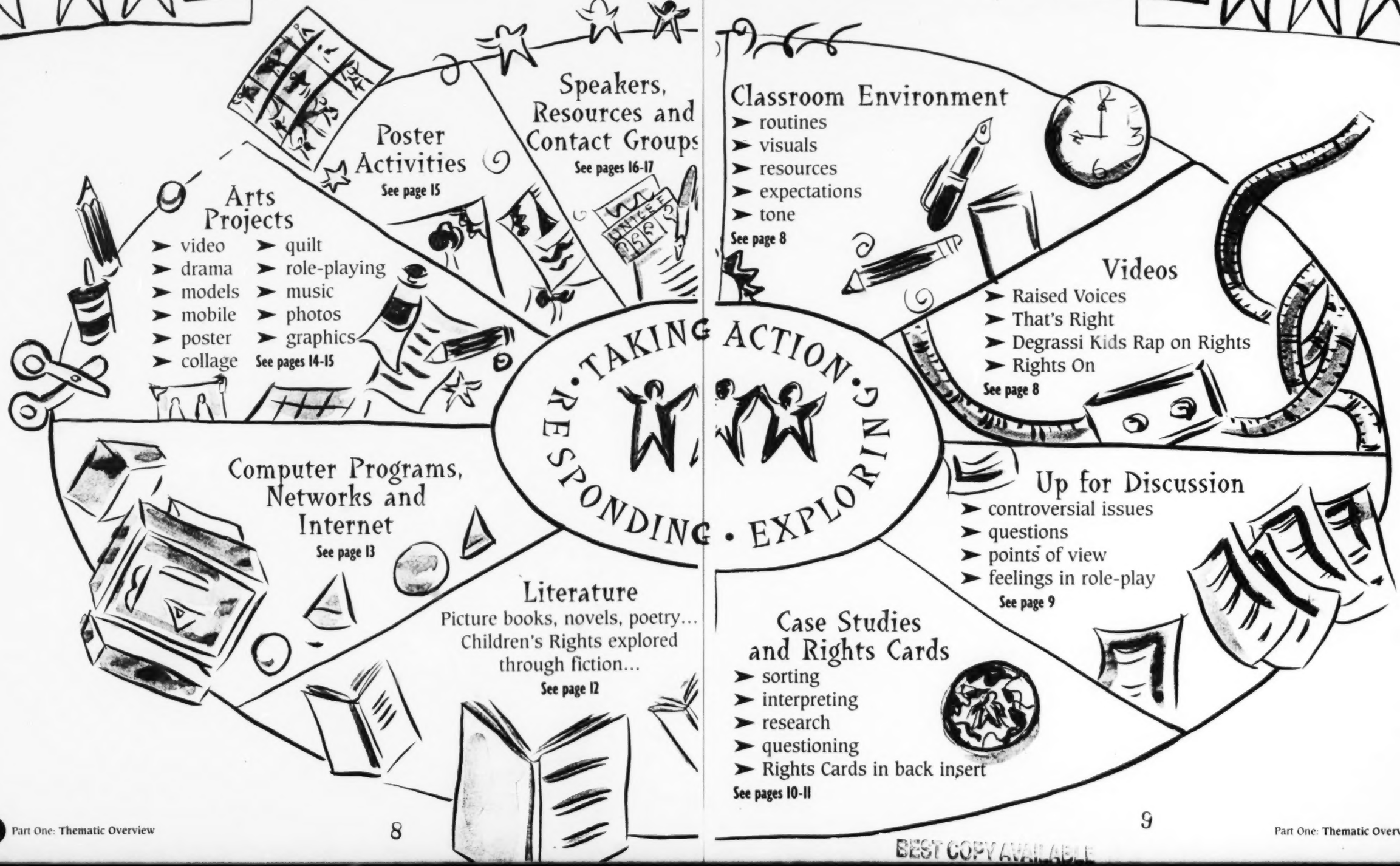
The right to participation is not a matter of placing children in conflict with the adult authorities in their lives, but of encouraging all citizens to work together for a safe, healthy and productive future for children. Sharing decisions that affect one's life is the basis for democracy and citizenship.

Article 12 of the Convention promotes the concept of youth participation. It says that the child who is capable of forming his or her views has the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. Articles 13, 17 and 29 also deal with participation issues: the right to seek, receive and impart information, and to meet with others and join or form associations. In essence, the Convention recognizes children as individuals who should have opportunities to understand and exercise their rights. *The term "participation" generally refers to the process of sharing decisions which affect one's life and the life of the community in which one lives.*

The Ladder of Participation
Eight levels of young people's participation.



Know Your Rights!



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Classroom Environment

Current Events Corner
- bulletin board display of newspaper/magazine clippings on rights issues
- large wall map/globe on which to locate current concerns affecting children's rights
- student-generated viewing guide for upcoming TV programs related to children's rights issues

Rights Board
- student-developed set of classroom rights and responsibilities
- on-going list of topics for debate/discussion in groups or as a class
- school's code of behaviour
- flow chart/calendar of reports, presentations, trips... as events being developed under each category or thematic unit on children's rights

Visual Supports
- co-operatively developed lists (e.g., "In this classroom it's all right to...")
- current photographs of children from around the world using resources such as UNICEF calendars (avoid exclusive use of traditional dress or costume)
- signs of "welcome", "hello"... in many languages, particularly in the home languages of your students, including signs in Braille and Sign Language

Listening Centre
- tapes, records, headphones with selections of music and readings from around the world
- tape recorders for students to record their own songs, rap, poems...

Videos

Degrassi Kids Rap on Rights
- 9 minutes
- Grades 3 and up
- Teacher's Guides for grades 3-11

Featuring these UNICEF Special Ambassadors, this video serves as a catalyst to classroom discussion to enhance students' awareness of the need for universal rights for children.

Raised Voices
- 25 minutes
- Grades 7 and up
- Teacher's Guide for grades 7 and up

Four case studies explore how children around the world are taking action to promote children's rights:
- drafting a Charter of Children's Rights in South Africa
- cleaning up the environment in the United Kingdom
- organizing legal protection for children who live on the street in Brazil
- having a voice in the UN Convention on the Rights of the Child

That's Right
- 15 minutes
- Grade 4-8
- Teacher's Guides for grades 4-8

In this Canadian production, the daily lives of two Ghanaian children are portrayed along with those of two Canadian children from John McCrae School in Guelph. Without a narrator, the children themselves share their hopes for the future as they discuss the rights of the children of the world.

Rights On!
- 3 segments of 20 minutes each
- Grades 7 and up
- Teacher's Guides for grades 7-12/OAC

This three-part award-winning program explores the rights of children with celebrity spots, interviews with Canadian youth and with young people around the world. YTV hosts present the vital issues of basic needs, children in difficult circumstances and youth participation in Canada and in developing countries.

Up for Discussion

In all situations, with all age groups, discussion is a critical technique in helping students understand their own feelings and learnings, as well as those of others. For meaningful discussion to take place, the teacher should:

- allow adequate time for full participation
- provide a relaxed, non-threatening atmosphere for free expression of ideas
- establish and model clear expectations about good listening skills, respect for others' ideas, and clarification of opinions and generalizations
- maintain a flexible routine to seize opportunities that arise.

Discussion can serve many purposes:

- an entry point into a topic
- a checkpoint to monitor feelings portrayed through role-play
- a conclusion to summarize or debrief an activity
- an opportunity for resolving conflicts
- a forum for dealing with controversial issues
- a way to stimulate exploration, response and action.

Some questions that could serve as an entry point into the topic might include:

- What is a right? Are rights linked to responsibility? If so, how?
- What rights do you have at home? at school? in the community?
- Why do you suppose the people at the United Nations and the governments around the world created the Convention on the Rights of the Child?
- How do you suppose the people decided which rights to include?
- What do you think is the most important right a child has?

As part of each category's double-page layout, selected rights, newspaper headlines and discussion questions are suggested, but the possibilities are endless!

- What does each of the rights (articles) mean?
- What would be some examples of rights violations in Canada? in other countries?
- How would you rank these rights from most to least important?
- Which rights would be hardest to guarantee or protect? Which would be easiest? Why?
- Do any of these rights apply more to older children? younger children? girls? boys? Which ones and why?

Case Studies and Rights Cards

In **Part Three** of this handbook are:

- a set of 33 rights cards, summarized from the articles of the UN Convention on the Rights of the Child (1989) and corresponding to the rights listed in each category of rights in Part Two of the handbook
- two sets of five case studies, one set naming the child and possible country each case study takes place in and the other describing the same case without names being used

The rights cards and case studies can be copied, enlarged and laminated (or glued to cardboard) as activity cards for Junior/Intermediate classes.

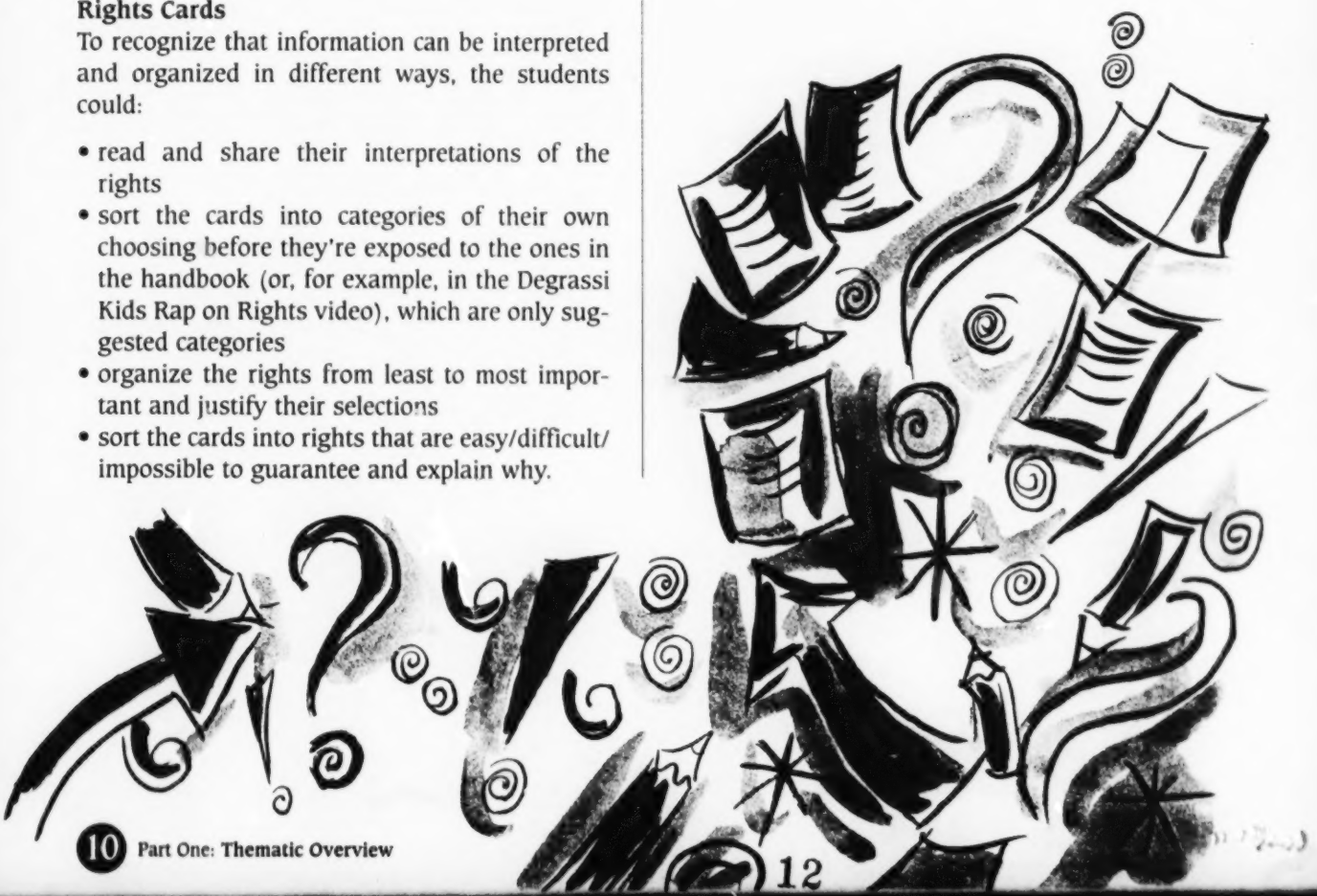
Here are a few suggestions for the cards:

Rights Cards
To recognize that information can be interpreted and organized in different ways, the students could:

- read and share their interpretations of the rights
- sort the cards into categories of their own choosing before they're exposed to the ones in the handbook (or, for example, in the Degrassi Kids Rap on Rights video), which are only suggested categories
- organize the rights from least to most important and justify their selections
- sort the cards into rights that are easy/difficult/impossible to guarantee and explain why.

Case Study Cards
To challenge bias and stereotypes, the students could:

- examine and discuss assumptions about the geographic location of scenarios in the first set of cards without names, and then use the named set to help students realize that children's rights are being violated in all countries, including Canada
- explore whether any problems are due to gender bias and if so, why
- use the cards in the named set to do research into conditions in that country or to look for similar situations in Canada.



Here are some detailed suggestions:

What Rights Do We Have?

Resources
- Case Study Cards and Rights Cards

Procedure
- give a case study card to a student to practise reading silently and a rights card to each of the other students
- after the student has read the case study card aloud, two or three times if necessary, ask the students to go and stand beside the reader if they feel the right on the card they're holding has been violated in the story. (The reader should be surrounded by several students holding up rights cards.)
- instruct the students to remain where they are and discuss with the class the following sample questions:
    - How many rights were violated in this case study? Which ones?
    - Is the child in the story a boy or a girl? Does it make a difference? Why or why not?
    - What assistance is available for children in such a situation?

Follow-up
- repeat the above procedure with the remaining four case studies
- have the students extend a case study of their choice by writing an additional paragraph describing how life for the child could improve if the situation changed
- discuss who is responsible for changes and how change happens
- elicit and record further questions the students would like to explore
- use newspaper headlines, articles, novels, students' own examples... to develop other case studies

Refugee Children Have Rights, Too

Resources
- Case Study Card #4 (unnamed)
- prior knowledge of terms such as immigrant, refugee...

Procedure

After sharing the case study, ask students to imagine that they're friends with the refugee child and to explain why their friend was forced to leave home.

- What problems forced your friend to leave the country?
- What problems will be faced in a new country?
- If your friend were to arrive in Canada, what advice would you give to make the transition a little easier?

Follow-up
- interview a community person who works with refugee children adjusting to Canada
- identify which rights are being supported through the community and act on how your class could also be supportive
- locate and research current situations in the world creating refugee children
- research the different organizations and agencies supporting refugee children in the world and organize ways your class could support that work globally

Literature

There are two reasons why the use of fictional reading can enhance a topic such as the rights of the child.

- Picture books, novels and narrative poems allow students to empathize with a character in a difficult situation they themselves may have never encountered. When positive solutions are part of the plot, students can better envision and prepare for futures where their own actions can make a difference.
- The topic of children's rights may raise controversial issues in which students might be personally involved. Using literature to initiate drama activities or discussion of character's rights can allow these students to distance themselves through a fictional setting and participate within a comfort zone. Be prepared that in discussing a character's dilemma, students may disclose their own difficulties.

Because of limited space, the titles suggested below are only some of the many materials available. Please ask at local libraries and children's book stores for further suggestions. Be careful to balance your reading selection to include global and local examples on each issue being explored.

Suggested Readings

Come Sit by Me
by M. Merrifield MD
Women's Press, 1990
- story about AIDS and HIV infection

Handful of Seeds
by M. Hughes
UNICEF Canada, 1993
- street children learning to grow their own food

Maniac Magee
by J. Spinelli
Scholastic, 1990
- homeless boy meeting his own physical and emotional needs

At the Crossroads
by R. Isadora
Greenwillow, 1991
- children's reunion with fathers separated by working conditions

Onion Tears
by Diana Kidd
Beech Tree, 1989
- refugee girl adjusting to life in Australia

Harriet's Daughter
by M. Nourbese Philip
Women's Press, 1988
- Toronto girl's story of coming to terms with her own family

Go Fish
by Mary Stolz
Harper Collins, 1991
- a boy with his grandfather learning about his heritage

The Auction
by Jan Andrews
Macmillan, 1991
- a boy and his grandfather coping with the sale of the family farm

The Giver
by L. Lowry
Bantam, 1993
- in a future society with no memories or culture, a young boy faces a difficult decision

Two Pairs of Shoes
by E. Sanderson
Pemmican Publications Inc., 1990
- a girl managing different expectations of two cultures

Wingman
by D. Pinkwater
Bantam Skylark, 1992
- a young artist confused by his own identity

Plain City
by V. Hamilton
Blue Sky Press, 1993
- a 12 year old girl exploring her identity in meeting her father for the first time

Smokey Nights
by E. Bunting
Harcourt Brace & Co., 1994
- a young witness to the Los Angeles rioting copes with this trauma

My Name is Seepeetza
by S. Sterling
A Groundwood Book, 1989
- a young Native girl's diary about residential schooling

Torn Away
by J Heneghean
Viking Child Books, 1994
- a young Irish immigrant's adjustment from violence to living in Canada

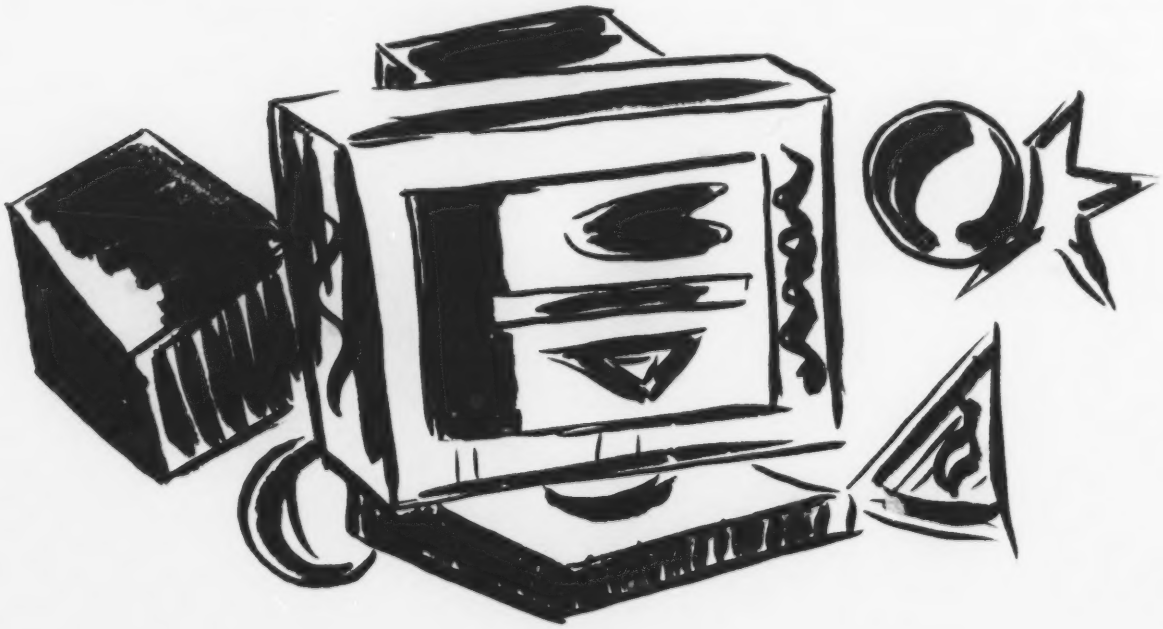
Computer Programs, Networks and Internet

My City

My City is an exquisitely animated CD-ROM "edutainment" game that brings the UN Convention on the Rights of the Child to life in the classroom. Developed in Canada, it provides a unique opportunity for children aged 9 to 13 to explore and understand their rights. Through computer simulation, *My City* enables players to take responsibility for the rights of others by becoming the Mayor of a city and making decisions that affect the rights of its residents. The player takes control of his or her own learning through the interactive format of the game, reflecting the participatory spirit of the Convention. The extensive involvement of diverse groups of children in the design and field-testing of *My City* has also respected the right of children to participate and express their views in matters of concern to them. As a result, *My City* is a blueprint for children's community action and an effective tool to promote classroom debate. It is available in English, French and accessible to the deaf and hearing-impaired. Refer to the back insert on how to obtain *My City* or for more information.

Rights Along the Information Highway

School.net (Canada) and Internet are computer bulletin boards that offer global links for teachers and students to access diverse information on rights issues. Directories of published information, conferences and electronic mail are accessible through these systems, allowing people to find information and education resources on rights issues and to ask questions and share opinions on these issues. In addition, many provinces have electronic villages on-line with links to Internet to facilitate information exchange between educators.



Arts Projects

Students of all ages can express and share their understanding of children's rights in a wide variety of art forms. Their creations are limited only to the time and space allowed and the materials provided. Photographs and records kept of their work in progress and their completed creations throughout the unit or theme on children's rights can itself be an effective visual display.

Some sample activities are included here only as a beginning to the many ideas available. Students can expand on them and also generate their own ideas in materials of their choosing.

Our Rights Quilt - multimedia
Using an old sheet or tablecloth marked off in squares, the class could create a large "quilt" to hang in the classroom or hallway. The centre could contain the title, while the surrounding squares could depict the theme or focus in drawings, paintings or small collages made of different fabrics.

To extend this idea with older students, include a study of apilleras made by Chilean women.

Children United Around the World Mural - multimedia
Students could work together to create a giant class mural depicting the globe, using a variety of materials. Working individually or in pairs, they could research a chosen country and make a painting, drawing or collage of a child that represents the country. They can arrange cut-outs of their work on the mural to show children around the globe holding hands. Have the class brainstorm and select a suitable title for their work.

Older students could have each cut-out holding up a right from the Convention of the Rights of the Child. They might prefer to build an actual globe of the world.

Yesterday, Today and Tomorrow - drama
Divide the class into three groups, each group to produce a television program that will report on rights issues such as education in Canada, health, children and the law... from different

perspectives: past, present and future. Students could create sets, backgrounds or clothing that reflect their point of reference and incorporate "live" reporting based on past and current events as well as future predictions.

Making Links - 3D structures
Ask students to design chains, models, mobiles or any other constructions that represent actions, events, issues... that have affected children's rights, linking them from the past, to the present and into the future.

With older students the links toward the future may take two directions: the desired future and the more likely future. Include discussion on actions that can help to bring about the preferred future.

Getting the Point Across - cartooning
Using a chosen issue or topic, students could work together collaboratively or individually to design cartoon strips giving a message about the rights of the child. Encourage the use of illustrations or computer graphics to design a message that all children, no matter what reading level or language, can understand.

Arts Projects

Tree of Rights - painting
A large paper tree or discarded branch or piece of driftwood could be used to hang students' paintings of the rights of the child as leaves, birds, fruit, lanterns...

My Way - individual creations
Encourage students to use artistic methods, materials, media...from their own cultures/backgrounds to create their own messages about children's rights.

Right Listening - music
Many songs of the past and songs popular today deal with children's rights issues. Students could research situations behind the lyrics in songs such as "Following the Drinking Gourd", and write a commentary.

The Degrassi Kids' "Rap on Rights" is an example that students could model by writing a rap about an issue on children's rights.

Poster Activities

The poster included in the back insert, is designed to allow teachers to use as a poster cut into strips or to cut the individual pictures out and:

- arrange them to suit the display area available
- laminate or glue them to cardboard to make cards/signs

Teaching Ideas...

Primary
Teachers can use the signs/cards made from the cut-up poster to stimulate discussion about children's rights by holding up one picture at a time, or different periods of time, asking:

- What do you think this child is feeling? Why?
- What does this picture show about what the child needs?
- Where or when might this happen?
- What or who might protect this child or help to get what the child needs?
- Do you think that all children have the right to this protection or help?
- List student-generated words to post under the picture studied.
- Brainstorm further questions to explore as a class.

Junior
After activities which explain the meaning of the rights, number the pictures and post them. Divide the class into groups, each group to:

- study 2 to 3 different pictures with a set of rights cards
- identify the need(s) of the child in the picture and which right(s) might relate to the need(s) (There could be more than one need identified and an overlap of rights).
- report findings and discuss observations about needs and rights
- brainstorm further questions to explore as a class.

Intermediate
In groups or partners, have students study the poster images and:

- identify which rights each portrays
- discuss what decisions the artist would have had to make in the design
- design another poster to depict one or several of the rights of the child.

Speakers, Resources and Contact Groups

Checklist to use when requesting classroom speakers:

- ❑ content is focused on children's rights complimenting the classroom theme
- ❑ format is age-appropriate and suitable in presentation style
- ❑ speaker's requests for a/v equipment, room arrangements, timing...
- ❑ materials the speaker will bring or send (confirm numbers of students)
- ❑ confirm costs involved: travel expenses, photocopying, honorarium...

The following groups may be contacted for information, resource people and/or speakers:

Local

Local police, Public Health, shelters for women and children, food banks, community breakfast programs, community centres, Scouts and Girl Guide groups, public libraries, Native Friendship centres, cultural centres, local Children's Aid Societies, Block Parents, National YM/YW Associations...

Provincial/Territorial

Nova Scotia Coalition for Children and Youth
6940 Tupper Grove
Halifax, NS B3H 2M6
tel: (902) 429-2604
or Andrea Currie
tel: (902) 423-2604

Saskatchewan Council on Children and Youth
P.O. Box 570
Pilot Butte, SK S0G 3Z0
tel: (306) 352-1694

Joan Heyland
5603 50A Avenue
Yellowknife, NWT
X1A 1G2
tel: (403) 873-7692

Community Services Council
101-Virginia Park Plaza
Newfoundland Drive
St. John's, NF A1A 3E9
tel: (709) 753-9860

Alberta Association for Young Children
7340 78th Avenue, Room 31
Edmonton, AB T6C 2N1
tel: (403) 465-1571

Director of Child Welfare
Box 2000
Charlottetown, PEI
C1A 7N8
tel: (902) 368-4929

Coalition pour les droits des enfants et des jeunes au N.B.
École de droit, Université de Moncton
Moncton, NB E1A 3E9
tel: (506) 858-4564

Manitoba Coalition on Children's Rights
c/o 34 Vielliers Place
Winnepeg, MB R2N 2Z4
tel: (204) 786-7841

Society for Children and Youth of British Columbia
3644 Slocan Street
Vancouver, BC V5M 3E8
tel: (604) 433-4180

Ontario Coalition for Children and Youth
402-130 Spadina Avenue
Toronto, ON M5V 2L4
tel: (416) 594-2351

Centre de protection de l'enfance et de la jeunesse
410 est rue Belfast
3e étage
Montréal, PQ H2S 1X3

Institute for the Prevention of Child Abuse
25 Spadina Road
Toronto, ON M5R 2S9
tel: (416) 921-3151

Speakers, Resources and Contact Groups

National

Child Find Canada, YT
Box 40
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tel: (403) 536-2239

Kids Help Phone
Box 513
Suite 100, 2 Bloor Street West
Toronto, ON M4W 3E2
tel: (416) 921-7827

Parenting Today
2735 East 26th Avenue
Vancouver, BC V5R 1L1
tel: (604) 433-4954

Media Watch
517 Wellington Street
Toronto, ON M5V 1G1

CASNP Canadian Alliance in Solidarity with Native Peoples
39 Spadina Road
Toronto, ON M5R 2S9
tel: (416) 972-1573

UNICEF Canada
443 Mount Pleasant Rd.
Toronto, ON M4S 2L8
tel: (416) 482-4444
Fax: (416) 482-8035

Canadian Coalition for the Rights of Children
327-180 Argyle Avenue
Ottawa, ON K2P 1B7
tel: (613) 788-5085
fax: (613) 233-3096

Our Planet in Every Classroom
World Federalist Foundation
145 Spruce St. Ste. 207
Ottawa, ON K1R 6P1

Canadian National Institute for the Blind (CNIB)
1929 Bayview Avenue
Toronto, ON M4G 3E8
tel: (416) 486-2500

Canadian Hearing Society
271 Spadina Road
Toronto, ON M5R 2V3
tel: (416) 964-9595

International

Défence des Enfants International - Canada/ Defence for Children International - Canada
C.P. 485, Succ. St-Michel
Montréal, PQ H2A 3N1
tel: (514) 872-6023

World Food Day Association
176 Gloucester Street #400
Ottawa, ON K2P 0A6
tel: (613) 233-9002
fax: (613) 238-8839

Children's Rights Coordinator
Pueblito Canada
366 Adelaide Street
Toronto, ON M5A 3X9
tel: (416) 869-1915

Save the Children Canada
3080 Yonge Street, Ste. 6020
Toronto, ON M4N 3P4
tel: (416) 488-0306

The Canadian Red Cross
1800 Alta Vista Drive
Ottawa, ON K1G 4J5
tel: (613) 739-3000

Street Kids International
56 The Esplanade, Ste. 202
Toronto, ON M6E 1A7
tel: (416) 861-1816

CARE Canada
P.O. Box 9000
Ottawa, ON K1G 4X6
tel: 1-800-267-5232

Canadian Physicians for Aid and Relief (CPAR)
111 Queen Street East
Toronto, ON M5C 1S2
tel: (613) 369-0865

Mental and Physical Well Being

EXPLORING ⟷ RESPONDING ⇐⇒ TAKING ACTION

Time Line on Health
Draw a time line of diseases and other health hazards, from birth to age 18. Beside each write what can be done to prevent, cure or eliminate it. Research which childhood diseases have been eliminated and how, and which are being explored through medical research to find cures.

Cans, Not Kids, Need Labels
What is meant by an ability? a disability? What influences our point of view of a child's capabilities? Why and how was the term "disabled" changed to "physically challenged" and "differently abled"? Research other terms. Interview differently abled children for their opinion on labels.

Nutrition
Collect information on food requirements and eating habits. Compare nutrition issues for children in Canada and other countries (eg. anorexia, junk food, mercury poisoning, malnutrition, hunger, vitamin deficiency). Research groups providing food and nutrition programs locally and globally.

Healthy Choices
Investigate how consumer services and media advertisements influence choices for children:

- cafeteria and cinema foods. What choices are available? How could that change?
- media messages and/or peer pressure about body image. What effects do these messages have on self-image, health, relationships and behaviours?
- infant formulas and messages about breast feeding: How does a mother make the choice for her baby?

Stress and Illness
What causes stress in children and how can they reduce stress for themselves and others? How does physical well-being affect mental well-being and vice-versa? What choices and actions can you take to feel the best you can be?

Conflict Resolution
What causes conflicts involving children in your school/ community? Do they result in physical fights? name calling? harassment? exclusion? Brainstorm positive ways to resolve different types of conflict and who is best able to help in each case—teachers, parents, the law, the student(s) involved, a group of students... Role-play ways to make peace.

It's Not Fair!
Your teacher gives 20 cookies to one half of your class/group and 5 to the other half. In your group divide and eat your cookie ration. How did you feel? How can you respond to hunger and inequalities on a local/global level?

Challenged Children
- What is needed to help physically or mentally challenged children reach full potential?
- What message would a physically challenged child like to give other children about capabilities? Put your ideas in a letter, video, song to share with others.
- Contact agencies and find out how you can help.

Dangerous Materials
What warnings identify products with poisonous or harmful ingredients? What alternative products don't harm children or the environment? Research dangerous materials affecting children in other countries; hidden landmines, contaminated soils and water... How are the children there warned? What should be done?

Immunization Projects
Why is immunization important for children? Invite a public health speaker to give information on local programs and standards. Keep a chart to record your shots.

- Locally: assist public health campaigns with posters, displays, etc. about immunization programs. Use no text or minimum text in various languages.
- Globally: invite a UNICEF speaker to give information on immunization programs. Investigate ways you can help.

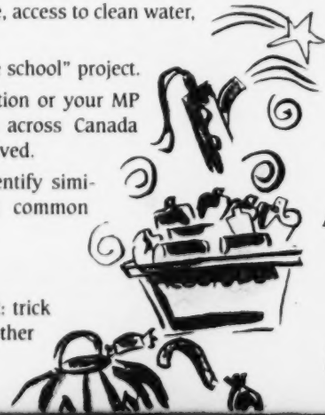
Actions Against Hunger
- Plan and prepare with parents a nutritious school snack program/event.
- Organize a food drive. Write to MPs about alternatives.
- Target fundraising for vitamin A and IDD programs under UNICEF.

Disaster Relief
Identify natural and human-made disasters/ conflicts around the world. Which children's rights are being threatened? What relief is being provided? How can you get involved?

Environmental Effects
Look at one environmental issue and how it affects the well-being of children: second-hand smoke, access to clean water, pesticides and chemical fertilizers...

- Involve a trustee in a "greening the school" project.
- Write to an environmental association or your MP about an issue affecting regions across Canada and ask how you can become involved.
- Internet with other students to identify similar concerns and co-operate on common clean-up projects.

Safety Issues
Invite a police officer in to talk about: trick or treating, finding needles, and other safety issues.



Up for Discussion
"Parents have the right to refuse immunizations/blood transfusions for their children even if the situation is life-threatening."

"Children have a right to clean air/water in their home, school and places of play no matter what the costs."

Headliners
"Woman sues orphanage nuns"

"American dad charged for spanking his daughter"

"$100 shots urged for kids to guard against hepatitis"

Literature
Primary
Come Sit By Me

Junior
A Handful of Seeds

Intermediate
Maniac Magee

The Right To...
6 ...life and state support to ensure child's survival and development

19 ...protection from and prevention of all forms of abuse or maltreatment

23 ...special care, education and training for full potential of a disabled child

24 ...highest standard of health and medical care attainable

25 ...regular evaluation of any state placement of a child

26 ...social security and social insurance benefits

38 ...protection and care of children affected by armed conflict and no recruitment of children under 15 into armed forces

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Identity and Expression

EXPLORING ⟷ RESPONDING ⟷ TAKING ACTION

Interviews with Canadians
Interview a 1st, 2nd and 3rd generation Canadian and a Native person about Canadian citizenship. What are their roots, their struggles and successes, their hopes?

Point of View
Examine and discuss with examples the following: point of view, bias, fact, opinion, stereotype...

Features
Using photos of children from around the world, brainstorm words to describe skin colour, hair texture, facial features... Indentify which words are hurtful and why, list words that are positive and neutral.

A Web of Emotions
Make a web of words naming different emotions and facial expressions, body language, actions... that demonstrate each of those emotions. Role-play different scenarios showing how children might express these emotions and how others might respond.

Identity Confusion
Look at cases in Canadian history where children were forced to move or leave their families and way of life: Native residential schools, Japanese World War II internment camps... Which rights were violated? Have those been rectified and if so, how? Could the same situation happen again?

"Canadian" eh?
Are there common perceptions and/or stereotypes of a "Canadian"? Do a class survey to find out how students define their identity. Repeat the survey with parents and compare the results.

Citizenship and Nationality
- What information does a Canadian passport contain? How do you get one if you are born in Canada? If you are an immigrant? Why do you need one?
- What are the rights and responsibilities of citizenship?
- Present information on immigration laws, refugee status, citizenship ceremonies and reasons for immigrating.

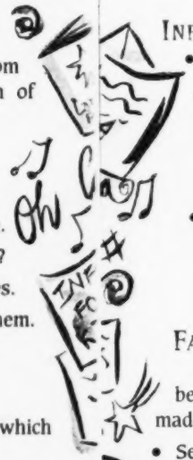
All About Me
- Make a wheel with your attributes spinning out from a centre photograph of yourself. Cover the centre and see if others can identify yours amongst other wheels or webs.
- Share something special about your name or nickname.
- Through art or acrostic poetry display your name.

Freedom of Expression and the Law
- Interview a lawyer about legal restrictions on freedom of expression: libel, slander, censorship, invasion of privacy.
- Debate the issue of individual vs. collective rights.

National Anthems
- Learn to sing "O Canada" in both English and French.
- Has playing a national anthem been a problem? Why?
- Identify national anthems from at least five countries.
- Write lyrics/compose music to a possible World Anthem.

National Images and Perception
- Choose a country from CIDA Country Profile.

  List 10 things that describe it. Have others guess which country you are describing.
- List 10 things about Canada that you would want someone from another country to know.
- Design and produce a country profile on Canada.



Feelings and Responses
Work out ways to identify feelings by a name and to express negative feelings in an acceptable way. "I like_____, but I don't like it when he/she_____, because it makes me feel_____."

Letter Writing
Express yourself through letter writing. Learn different forms of letters: a personal letter, business letter, letter to the editor...

Write a letter to a faraway relative or friend, pen pal, newspaper editor, company or politician about an issue that's important to you. Make a copy to keep with the response you receive.

Information for Kids
- Find out what questions your peers have about services for children, volunteer opportunities, clubs and associations, on-line networks... Research the answers and publish a newsletter, flyer, brochure... to circulate. Plan for a second edition to update or add to your answers and receive feedback.
- Select an issue important to your class or group and find out what places or people provide information about it. Hold an information fair/display to share with others.

Family/Class/Group Meetings
- Prepare and role-play a meeting in which all members feel part of the decision-making. Identify factors that made it successful.
- Set up regular meetings with your family, class or group organization.

UP FOR DISCUSSION
"Students meeting in malls cause no difficulties for the public or store owners."

"Adopted children have the right to know of and, if possible, contact their natural parents."

HEADLINERS
"Kids need some honesty about the worlds' horrors"

"Special friends needed for kids"

"Girls' hockey teams frozen out of rinks"

Primary
Two Pairs of Shoes

Junior
Wingman

Intermediate
Plain City

THE RIGHT TO...
7 ...name and nationality

8 ...preservation of identity

12 ...own opinion as a child

13 ...freedom of expression and obtaining information

14 ...freedom of thought, conscience and religion

15 ...freedom of association

Family and Community

EXPLORING ⟷ RESPONDING ⟷ TAKING ACTION

Family Customs

Investigate and share birthing and naming ceremonies, birthday and coming of age celebrations, marriage customs... Invite grandparents and community elders to visit and share stories.

Family Definitions

What are the nurturing elements that make up a family? Identify different structures that describe a "family". Discover what family structures and responsibilities exist in other countries.

What questions does Statistics Canada use in collecting information about families?

Standard of Living

What do you consider an adequate standard of living a family should provide? How does the government assist the family to provide it? Research services to Indigenous Peoples and differences between urban and rural families' services. How do non-government agencies help families in Canada and around the world?

Family Activities

Describe an activity you like to do with your whole family and illustrate it with photos, drawings... List things you have learned by being part of your family. Share and compare your list with others.

Family Tree Diagram

Design and display a family tree or chart tracing your roots and heritages.

Definition of "Community"

What makes a community? What communities are you a member of through your home address, family origins, education, religion, language, clubs, citizenship...? Draw a chart or diagram that shows all the communities you belong to.

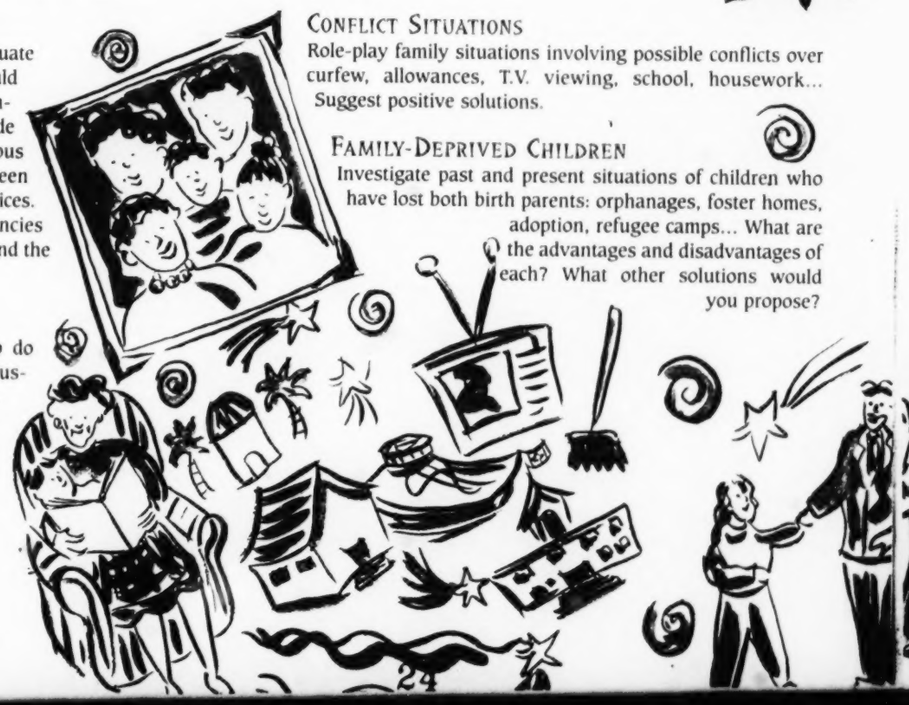
Re-examine ideas of what makes a community. How would you define "community" as concisely as possible?

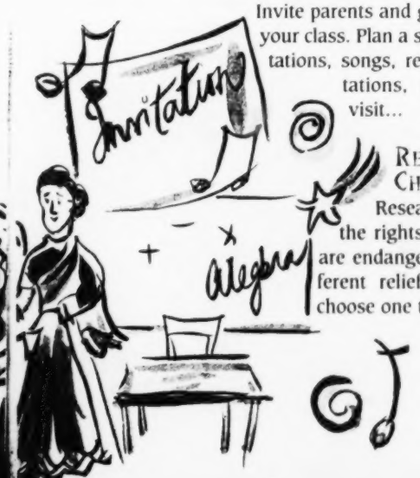
Conflict Situations

Role-play family situations involving possible conflicts over curfew, allowances, T.V. viewing, school, housework... Suggest positive solutions.

Family-Deprived Children

Investigate past and present situations of children who have lost both birth parents: orphanages, foster homes, adoption, refugee camps... What are the advantages and disadvantages of each? What other solutions would you propose?





Family Histories

- Interview your family, record and illustrate a story about a past or present member.
- Show and tell about a family keepsake, memento or tradition.
- Bring in family photographs to create a class album, shoebox or wall display.

A Community Place

Identify a local public area in the community that is used by children. Research and act on ways to improve it as a community place. Elicit family and neighbourhood support for your project.

Emergency Assistance

Research and act on what your class can do to support and assist families in emergency situations:

- locally through community organizations, shelters, clothing drives, food bank, volunteer work.
- globally through UNICEF, the Red Cross, CARE, and other relief agencies.

Family Day

Invite parents and grandparents to visit your class. Plan a special day with invitations, songs, refreshments, presentations, mementos of their visit...

Refugee Children

Research countries where the rights of refugee children are endangered. Investigate different relief organizations and choose one to support.

UP FOR DISCUSSION

"Adults who immigrated legally as children should not be deported, even if they commit a crime."

"The nuclear family of mother, father and children is no longer the norm for 'family'."

"Children should be allowed to 'divorce' their parents."

HEADLINERS

"Just witnessing family violence can damage children"

"When parents get help kids benefit, experts say"

LITERATURE

Primary
At the Crossroads

Junior
Onion Tears

Intermediate
Harriet's Daughter

THE RIGHT TO...

5 **...appropriate guidance by parents and extended family**

9 **...live with parents or maintain contact if separated**

10 **...family reunification even if leaving a country**

18 **...parental responsibility for raising a child with appropriate state support**

20 **...state protection of a child's culture if deprived of a family**

21 **...safeguards for the child in the case of adoption**

22 **...special protection and assistance for a refugee child**

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Knowledge and Culture

EXPLORING ⟷ RESPONDING ⟷ TAKING ACTION

Education

What are the basic functions of school? What should schools teach? What roles should students, parents, teachers, governments... play in running schools? Compare Canadian schools to schools in other countries.

Leisure Time and Play

Why would leisure and play be considered a right? What do children learn from playing games? Why are some children less likely to have time for leisure and play?

Indigenous Cultures

What is the link between indigenous people and endangered habitats? Research at least one indigenous population's culture and their connection to the environment in which they live. In what ways do urbanization and technology support or hinder the maintenance of that culture?

Cultural Influences

Do a class survey to find out which attitudes, opinions, values, tastes... are influenced by family, by peers, by media, by school, by religion... Tabulate and discuss the results. What conclusions can you reach? What can you do to counter undue or overpowering influences? What support is available?

The Value of Elders' Knowledge

What contributions to your knowledge and culture can elders and grandparents make? Why might communication with them be difficult? How can that be overcome? Identify contributions they can make as resource people in your school or community centre.

Endangered Cultures

What is meant by "ethnic cleansing" and "cultural genocide"? Identify and research areas where cultures have been and are being threatened or destroyed. What has been the response by other countries?

Religion

Invite parents, spiritual leaders or representatives from different religious institutions to talk about their beliefs and customs. What similarities and differences are there? Why is religion important to some people and not to others?

Heritage Spotlight

Compare with other students cultural learnings from your families:

- customs, traditions, religious beliefs, morals, rituals
- manners, discipline, social behaviour
- food preferences and preparations
- skills, hobbies, games
- values, expectations, political opinions, social attitudes

Culture

What is "culture"? Jot down and share your ideas. As a class, define culture clearly and briefly. Individually, complete a description of your own culture. Share your results.

Bias

What is cultural bias? How is it formed? What are stereotypes? Where do they come from? Why are they false?

What words or actions reveal bias? How would you handle such behaviour? Role-play scenarios where you might encounter bias and how you would counter it.

Knowledge Is Power

Why is knowledge "power"? What avenues are available to increase your knowledge? What kind of knowledge will help you prepare for the future?

Brainstorm and post in the classroom a list of people and other resources you can go to if you have a question. Keep updating the list.

Games

- Ask parents/grandparents to visit and teach a game or schoolyard activity they did as children.
- Research the origins and different versions of games from around the world. Write out instructions, and teach the games to younger children in a school, community centre, hospital setting...

Literacy

Research and choose one way to help other children learn to read and write, as book buddies, tutors, library assistants... for a local project or through global literacy programs.

Ways of Learning

What is meant by "formal" and "informal" education? Under each kind of education, list what you have learned. Research and report on opportunities for learning outside of school that are available for children in your area. Create a newsletter for children to share with parents.

Violent Messages

Find out about ways to protect children from harmful effects of media: ratings on movies, labels on discs and videos, warnings before TV programs, groups against TV violence...

UP FOR DISCUSSION

"All students have the right to wear headgear in school."

"Governments should support equally all schools no matter which language or religion is featured."

HEADLINERS

"Schools biased against religious needs, courts told"

"Banned teen wants back in school"

"Violent Power Rangers yanked"

"Early grades lay foundations of kids' futures"

LITERATURE

Primary
Go Fish

Junior
The Auction

Intermediate
The Giver

THE RIGHT TO...

17 ...access to appropriate information and protection from harmful materials

28 ...education and school discipline consistent with child's rights and dignity

29 ...development of a child's fullest potential through education in preparation for a full adult life

30 ...practise their own culture, religion and language if of a minority or indigenous population

31 ...leisure, play and participation in cultural and artistic activities

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Law and Protection

EXPLORING ⟷ RESPONDING ⟷ TAKING ACTION

That's Private!
What is *privacy* from a legal point of view? How does the law protect against the invasion of privacy for children? Prepare questions to interview a lawyer on: locker searches, access to school records, attacks on character and reputation, search warrants, wire tapping, confidentiality of information.

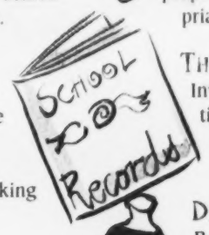
Child Labour
Debate the pros and cons of children in Canada working to help run a store, a family business... What are the expectations in your family? What was it for your parents and grandparents when they were children? Find out about the situation of working children in other countries.

Drug and Sexual Abuse
Prepare a list of questions and concerns about drug abuse and sexual harassment that you would like your public health nurse/police officer/teacher to answer or clarify.

Neighbourhood Protectors
Take a neighbourhood walk to identify signs and people that protect children. Bring along cameras, sketch pads, notebooks and/or tape recorders so you can record your observations. As a follow up, write thank you cards to community protectors, create a safe neighbourhood map, invite a speaker from a group such as Block Parents.

Children at Work
What is the legal minimum age and wage for work in Canada? Compare this to other countries and/or to different times in history. Speculate on the changes and predict future standards of work for children.

Laws and Rights
What laws specifically protect children? Look for local, provincial and federal examples. Match them to Convention Rights. If any rights are not legally protected, propose laws to cover them and send them to the appropriate government officials.



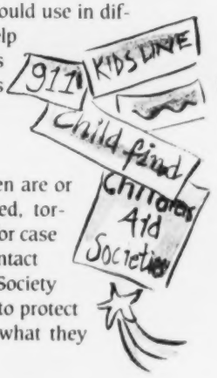
The Young Offenders' Act
Invite a guest speaker to discuss and answer questions on the Young Offenders' Act in Canada. Write a letter to your federal MP or the Minister of Justice with any concerns or opinions.

Dangerous Situations
Role-play dangerous situations and the positive steps a child can take to avoid or escape them. For example: approach from a stranger, a bully demanding money, peer pressure to try drugs... Discuss and outline situations and solutions for other students to role-play.

28

A Safe Place
Illustrate a place where you feel safest. Create a shared book or display about these places and why you feel safe there. Explore uses of terms such as *refuge, haven, shelter, sanctuary, asylum.*

Help for Children in Canada
Learn about sources of help that children could use in different situations: Emergency 911, Kids Help (1-800-668-6868), Childfind, Children's Aid Societies... Design ways of making this knowledge available to other children.



Protection of Rights
Discuss and list situations in which children are or could be sexually exploited, sold, abducted, tortured or deprived of liberty. Use the media for case studies of children in these situations. Contact groups such as your local Children's Aid Society and UNICEF to learn about their programs to protect children's rights. How do you feel about what they do?

Drug Awareness
Many drug awareness programs and campaigns are targeted at children. Identify one and assess its impact on your peers. Were the campaigns effective? What would you change? Send your suggestions to the campaign organizers. Prepare your own campaign using posters, buttons, videos... and assess its impact.

Labour Exploitation
Research case studies of labour exploitation of children and what organizations such as UNICEF and Street Kids International are doing to help children around the world. Take action to support one of these groups.

UP FOR DISCUSSION

"No one has the right to look inside my locker, diary, suitcase... no matter what the situation."

"Sometimes you have to tell a secret even if it may get a friend or relative in trouble with the law."

HEADLINERS

"Child workers risk death"

"Manager denies hiring girl, 15"

"Schools fight back with 'peace' plans to keep halls safe"

Primary
Smoky Nights

Junior
My Name is Seepeetza

Intermediate
Torn Away

THE RIGHT TO...

16 **...protection of privacy**

32 **...protection from labour exploitation**

33 **...protection from drug abuse**

34 **...protection from sexual exploitation**

35 **...protection from sale, trafficking and abduction**

36 **...protection from all other forms of exploitation**

37 **...protection from torture and deprivation of liberty**

40 **...protection for fair and safe administration of juvenile justice**

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Further Resources

ReThinking Our Classrooms
Re-Thinking Schools Ltd., 1994

The Law of the Land
by T. Gordon Leigh
A Criminal Code for Kids
Prevention Publications,
Lethbridge, Alberta, 1990

Governments in Action
by Jill Golick
Gage, 1990

Take Action
by Ann Love and Jane Drake
World Wildlife Fund
Kids Can Press, 1992

Learning Together
by Susan Fountain
Stanley Thornes, 1990

Red Rover, Red Rover
by Edith Fowke
Doubleday, 1988

Hand in Hand
by Jocelyn Graeme
Multicultural Experiences
for Young Children
Addison Wesley, 1990

Children's Participation:
From Tokenism to Citizenship
Innocenti Essay, 1992
UNICEF International Child
Development Centre

Changing the Way
Things Work
A Young People's Guide to Social
Action
Canadian Mental Health
Association, 1992

The Dilemma Book
Canadian Red Cross Society,
1989

Global Teacher, Global Learner
by Graham Pike and David Selby
Hodder and Stoughton, 1988

Educating for Change
R. Arnold et al.
Between the Lines, Doris
Marshall Institute for Education
and Action, 1991

On My Own: Helping Kids
Help Themselves
by Tova Navarra RN
Barron's, 1989

Canadian Connections
by Ron Jobe and Paula Hart
Pembroke, 1992

In the Child's Best Interest
by K. Castelle
DCI, 1988

In the Spirit of Peace
by D. Nurkse & K. Castelle
DCI, 1990

Anti-Bias Curriculum
by L. Derman-Sparks and the
A.B.C. Task Force,
Washington, 1989

Child Neglect in Rich Nations
by Sylvia Hewlett
UNICEF, 1993

Somewhere Today (ages 8-11)
Under the Same Sun (12-15)
Box 1310 Stn B
Hull, PQ J8X 9Z9

Children and Peacemaking:
A Guide to Some Sources
Rev. Ed. 1994
Peace Education Resource
Centre
10 Trinity Square
Toronto, ON M5G 1B1

Standing Up for Children's
Rights
by Shirley Sarna
Canadian Human Rights
Foundation

Green Teacher
95 Robert St.
Toronto, ON M5S 2K5

Selected Provincial Ministry Curricula Integrating Children's Rights Education

ONTARIO
Changing Perspectives
A Resource Guide for
Antiracist and Ethnocultural
Equity Education (1992)
Anti-Racism and
Ethnocultural Equity in
School Boards Guidelines
for Policy Development and
Implementation (1993)

Race, Religion and Culture in
Ontario Schools
Suggestions for Authors and
Publishers

BRITISH COLUMBIA
Learning for Living
(Anti-Racism Education)

ALBERTA
Bibliography of Learning
and Teaching Resources to
Support Cultural Diversity

NORTHWEST TERRITORIES
Dene Kede (Grades K-6)

Note: The following cards are identical to the others except that these reveal the identity and location of the children.

CASE STUDY #1 (A)

My name is Hong and I am eleven years old. I come from a small village in Thailand. I left my home to come to the city and work to send money to my family. A man offered me a job at the train station. Now I'm working in a factory making T-shirts. I work twelve hours a day for little money. The factory is very dirty and hot. There are hardly any windows and sometimes it's hard to breathe. The boss is very mean. He makes us work very hard without breaks. The other kids and I want to leave but we all know that the factory work is better than begging in the streets. The boss tells us this every day. We do what he says.

CASE STUDY #2 (A)

My name is Kathy and I am ten years old and I live with my parents in Canada. My father comes home late every night. When he comes home drunk, he hits my mother and calls her names. When I try to stick up for her, he beats me too. I can't tell him what I feel because he says he's the boss. He says that in his house I don't have the right to speak about things that don't concern me. I think he's wrong. Things concern me because he is hurting my mom and me. I always feel sad when he's around. Mostly I feel angry. I'm planning to run away when I'm thirteen. He'll never find me then.

CASE STUDY #3 (A)

My name is Amelia and I am nine years old. I was born in Bosnia, in the suburbs of a city at war. The other day my mom and I had to leave our home so we could run away to another country. We left on buses. More than a thousand other people left at the same time. We had to leave everything behind. My mom says that we are refugees now. Some people don't want us because of our religion. Now I have no home, no books, no toys, and I don't know where my friends are. I will probably never see my friends and the rest of my family again. I don't like this bus. We are all crowded and hungry, and some soldiers held us hostage for two days. Does this mean I don't belong to my country any more? My mom cries all the time. I try to be strong but deep inside I'm really scared.

CASE STUDY #4 (A)

My name is Abdi and I am eight years old. I live with my parents, five sisters and four brothers in a camp in Mogadishu, Somalia. We have had no rain and all the crops are dead. That means that there is no food or water. People are starving. Children are sick and dying all the time. To make things worse, there is a war and many of my friends and relatives have been killed. My dad told me that other countries are sending food but men with guns steal it before it gets to us and sell it. The men come to our camp and torture us. They beat two of my brothers and me. They raped my mother and my sister. They took our food, our clothes -- everything. My brothers and I tried to go to a hospital but the Somali doctors and nurses didn't have time to treat our wounds because too many people with shotgun wounds were there and they were more important.

CASE STUDY #5 (A)

My name is Jao and I am seven years old. I live in a big city in Peru. My sister and I don't have a home so we hang out on the street all day. My mother and father said they couldn't support us so they told us to leave the house and get a job. I worked on the buses selling candies for a while but they wouldn't let my sister do it because she is too young. She was alone all day so I had to quit. All there is to do on the street is beg and steal. Otherwise you don't eat and you can't survive. I'm going to survive because I'm strong and at least I've got other kids on my side. There are twenty of us. The oldest is twelve. Every night we sleep in this empty warehouse. It's just us and the rats. I'm worried for my sister though. If the police catch us they're going to separate us. Then she'll really be left with no family.

Note: The following cards do not reveal the identity or location of the children.

CASE STUDY #1 (B)

I am eleven years old. I come from a small village. I left my home to come to the city and work to send money to my family. A man offered me a job at the train station. Now I'm working in a factory making T-shirts. I work twelve hours a day for little money. The factory is very dirty and hot. There are hardly any windows and sometimes it's hard to breathe. The boss is very mean. He makes us work very hard without breaks. The other kids and I want to leave but we all know that the factory work is better than begging in the streets. The boss tells us this every day. We do what he says.

CASE STUDY #2 (B)

I am ten years old and I live with my parents. My father comes home late every night. When he comes home drunk, he hits my mother and calls her names. When I try to stick up for her, he beats me too. I can't tell him what I feel because he says he's the boss. He says that in his house I don't have the right to speak about things that don't concern me. I think he's wrong. Things concern me because he is hurting my mom and me. I always feel sad when he's around. Mostly I feel angry. I'm planning to run away when I'm thirteen. He'll never find me then.

CASE STUDY #3 (B)

I am nine years old. I was born in the suburbs of a city at war. The other day my mom and I had to leave our home so we could run away to another country. We left on buses. More than a thousand other people left at the same time. We had to leave everything behind. My mom says that we are refugees now. Some people don't want us because of our religion. Now I have no home, no books, no toys, and I don't know where my friends are. I will probably never see my friends and the rest of my family again. I don't like this bus. We are all crowded and hungry, and some soldiers held us hostage for two days. Does this mean I don't belong to my country any more? My mom cries all the time. I try to be strong but deep inside I'm really scared.

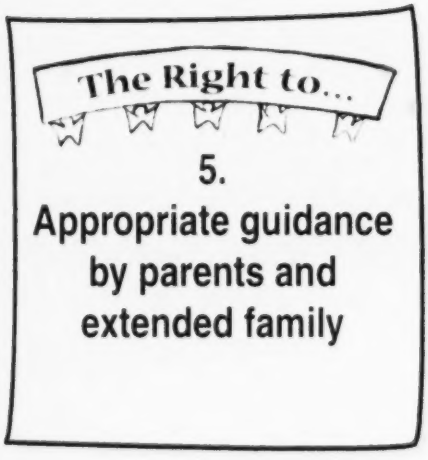
CASE STUDY #4 (B)

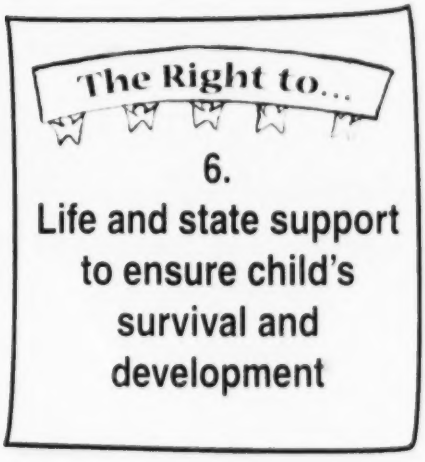
I am eight years old. I live with my parents, five sisters and four brothers in a camp. We have had no rain and all the crops are dead. That means that there is no food or water. People are starving. Children are sick and dying all the time. To make things worse, there is a war and many of my friends and relatives have been killed. My dad told me that other countries are sending food but men with guns steal it before it gets to us and sell it. The men come to our camp and torture us. They beat two of my brothers and me. They raped my mother and my sister. They took our food, our clothes -- everything. My brothers and I tried to go to a hospital but the doctors and nurses didn't have time to treat our wounds because too many people with shotgun wounds were there and they were more important.

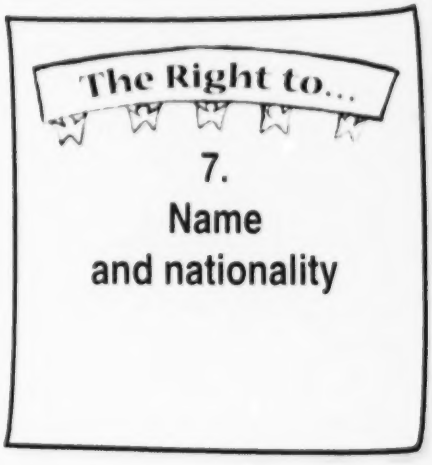
CASE STUDY #5 (B)

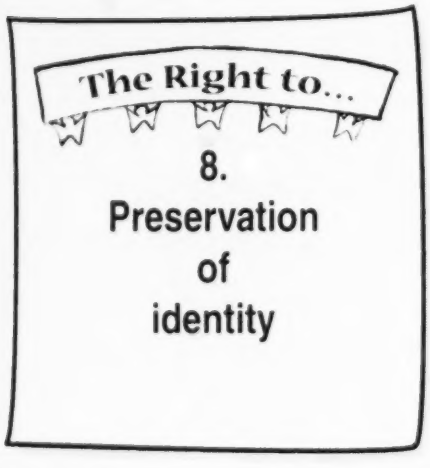
I am seven years old. I live in a big city. My sister and I don't have a home so we hang out on the street all day. My mother and father said they couldn't support us so they told us to leave the house and get a job. I worked on the buses selling candies for a while but they wouldn't let my sister do it because she is too young. She was alone all day so I had to quit. All there is to do on the street is beg and steal. Otherwise you don't eat and you can't survive. I'm going to survive because I'm strong and at least I've got other kids on my side. There are twenty of us. The oldest is twelve. Every night we sleep in this empty warehouse. It's just us and the rats. I'm worried for my sister though. If the police catch us they're going to separate us. Then she'll really be left with no family.

RIGHTS CARDS









The Right to...

12.
Own opinion as a child

The Right to...

13.
Freedom of expression and obtaining of information

The Right to...

14.
Freedom of thought, conscience and religion

The Right to...

15.
Freedom of association

The Right to...

16.
Protection of privacy

The Right to...

17.
Access to appropriate information and protection from harmful materials

The Right to...

18.
Parental responsibility for a child's raising, with appropriate state support

The Right to...

19.
Protection from and prevention of all forms of abuse or maltreatment

The Right to...

20.
State protection sensitive to a child's culture if deprived of a family

The Right to...

21.
Safeguards in best interests of the child in the case of adoption

The Right to...

22.
Special protection and assistance for a refugee child

The Right to...

23.
Special care, education and training for full potential of a disabled child

The Right to...

24.
Highest standard of health and medical care attainable

The Right to...

25.
Regular evaluation of any state placement of a child

The Right to...

26.
Social security and social insurance benefits

The Right to...

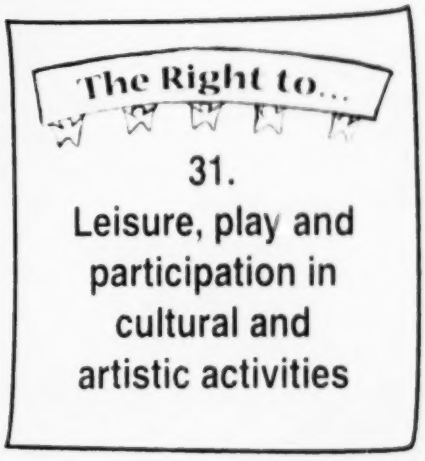
28.
Education and school discipline consistent with child's rights and dignity

The Right to...

29.
Development of child's fullest potential through education in preparation for a full adult life

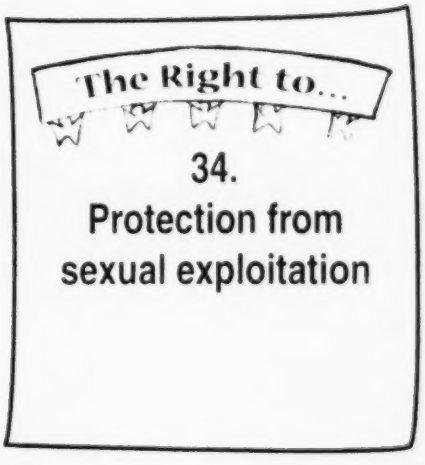
The Right to...

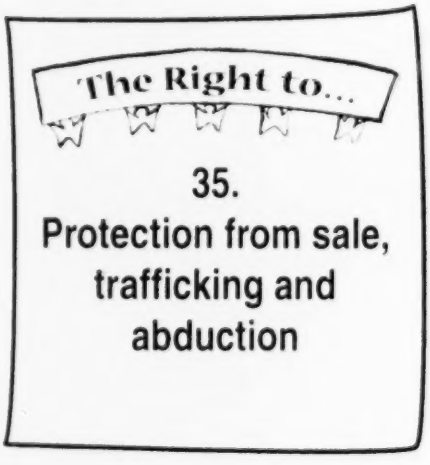
30.
Practise their own culture, religion and language if of a minority or indigenous population


The Right to...
31.
Leisure, play and participation in cultural and artistic activities

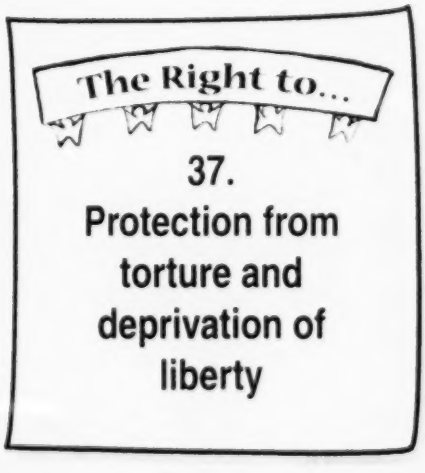
The Right to...
32.
Protection from labour exploitation

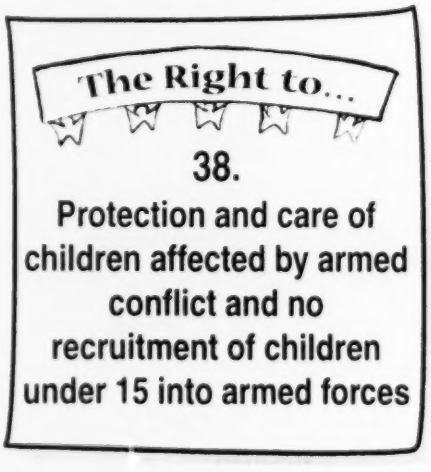
The Right to...
33.
Protection from drug abuse

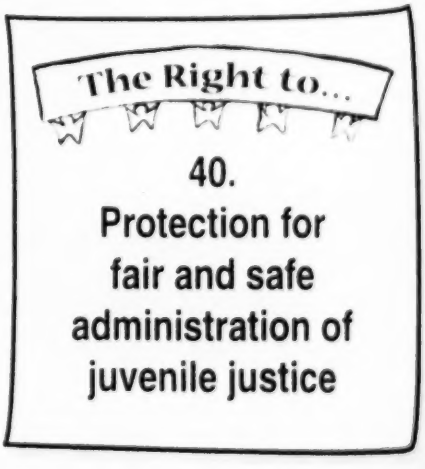

The Right to...
34.
Protection from sexual exploitation


The Right to...
35.
Protection from sale, trafficking and abduction

The Right to...
36.
Protection from all other forms of exploitation


The Right to...
37.
Protection from torture and deprivation of liberty


The Right to...
38.
Protection and care of children affected by armed conflict and no recruitment of children under 15 into armed forces

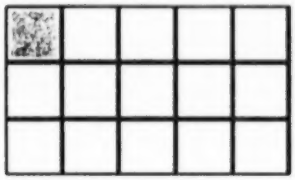
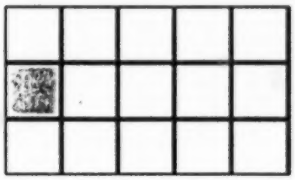
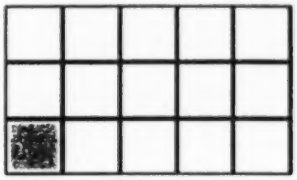
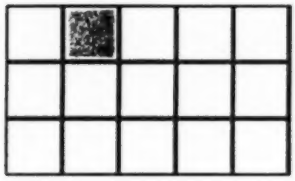
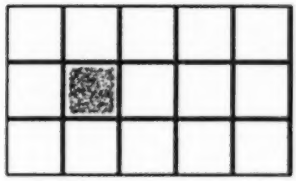
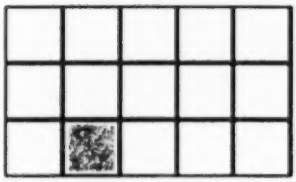
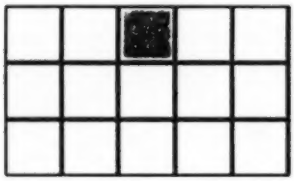
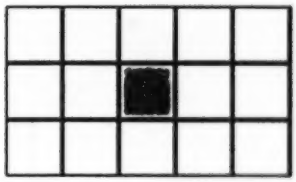
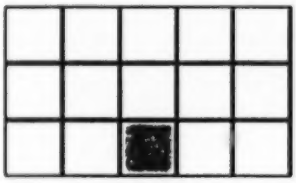
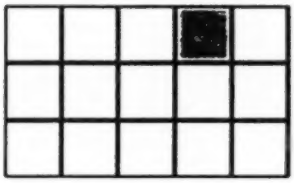
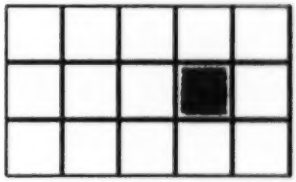
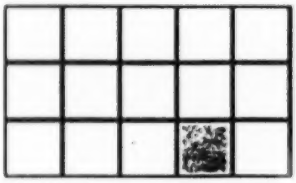
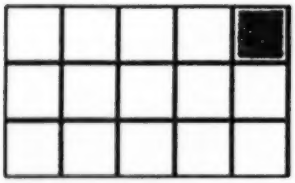
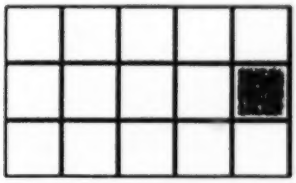
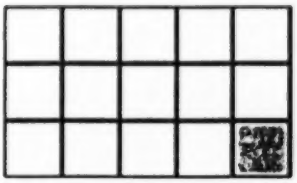

The Right to...
40.
Protection for fair and safe administration of juvenile justice

CONVENTION ARTICLES ILLUSTRATED IN THE RIGHTS OF THE CHILD POSTER

Each of the 15 images in the Rights of the Child Poster is associated with one or more articles, or rights, of the UN Convention on the Rights of the Child. Because many of the rights are interdependent, some poster images can be interpreted to represent a range of rights. Similarly, some rights are illustrated in more than one poster image.

The articles or rights not directly represented in the images of the poster deal with issues of definition and implementation, or could not be easily represented in a visual format.

Students are encouraged to develop their own system of matching rights to poster images. However, teachers may wish to use the following chart as a general guideline to understand what specific Convention articles, or rights, are illustrated in the poster.

IMAGE	CORRESPONDING CONVENTION ARTICLES	IMAGE	CORRESPONDING CONVENTION ARTICLES	IMAGE	CORRESPONDING CONVENTION ARTICLES
	5, 9, 10, 18, 21, 27		23		31
	27		2, 33, 34, 35, 36, 39		12, 13
	27		37, 40		28, 29
	24, 27		31, 32		8, 12, 13, 15, 17, 29, 30
	24		22, 38, 39		13, 14, 17

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CD-ROM: MY CITY/MA VILLE

Refer to page 13 in the Guide for a description of the CD-ROM ***My City/Ma Ville.***

Please Note: This unique education resource for children's rights will be available in Summer/Fall, 1995. French and English versions will be available. The CD-ROM is also suitable for the hearing impaired. Versions are suitable for Macintosh and IBM (Windows). The price is yet to be determined. Contact the following address for more information:

Director, Education for Development
UNICEF Canada
443 Mount Pleasant Road
Toronto, Ontario
M4S 2L8

VIDEOS

Refer to page 8 in the Guide for a description of each of the following videos to supplement your teaching for children's rights.

1. **That's Right** (English)
2. **DeGrassi Kids Rap on Rights** (English & French)
3. **Raised Voices** (English & French)
4. **Rights On!** (English)

Videos may be borrowed free of charge and copied ***for classroom use only***. Contact your nearest UNICEF Office (list inserted in the Guide) to inquire about borrowing terms and availability.

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